DOCUMENT RESUME

ED 063 718 EC 042 230

TITLE	Project Gifted: Overview.
INSTITUTION	East Providence School Dept., R. I.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	72
NOTE	21p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement; *Educational Programs; *Exceptional Child Education; *Gifted; Honors Curriculum; *Intermediate Grades; *Program Descriptions

ABSTRACT

The overview of Project Gifted begins with an explanation of eight program assumptions: that the gifted are not the academically talented in need of greater intellectual stimulation, that the gifted need stimulation and interaction, that the gifted need the special attention of the teacher, that the children learn in diverse ways, that learning through inquiry and discovery is important, that the program have a solid foundation, that there is a need to share information and responsibility among concerned adults, and that the receipt of federal funds will enable the program to test these assumptions. General program goals are identification of gifted students, a humanities oriented curriculum, a structure permitting much student discussion, child development, and a continuous program evaluation. Fifteen fourth grade students were chosen for the program. The children studied the ancient cultures of the Greeks, the Romans, and the Judeo-Christians and focused on three basic principles of Athenian humanism, the Roman concept of rule by law, and the Judeo-Christian idea of brotherly love. Various academic, social, and personal learning activities are described. Concluding the report is a section on necessary resources and their allocation. (For related studies, see also EC 042 227-9.) (CB)

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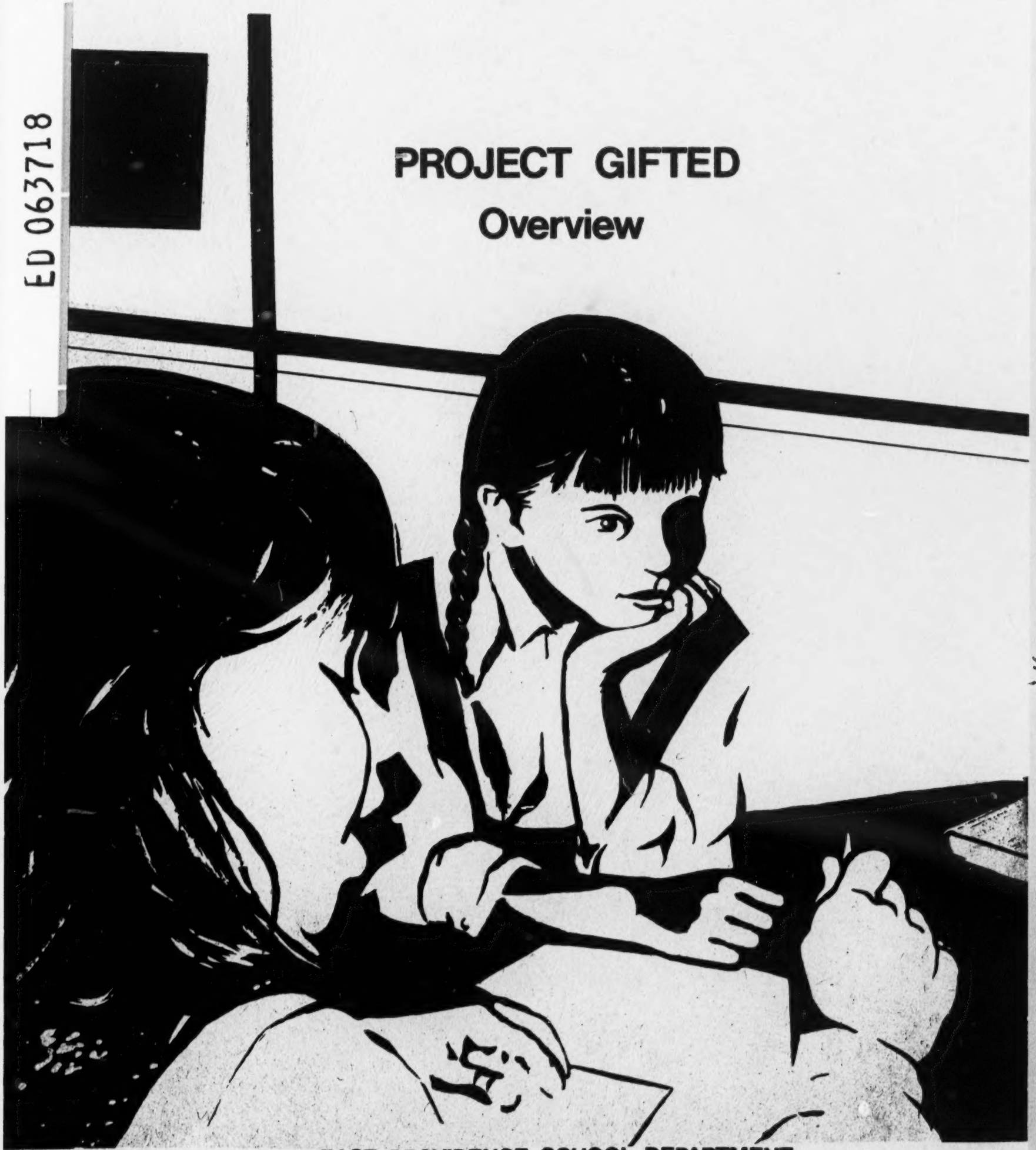
PROJECT GIFTED

Overview



EAST PROVIDENCE SCHOOL DEPARTMENT

EAST PROVIDENCE, RHODE ISLAND

A TITLE III, E.S.E.A. PROGRAM

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PROGRAM ASSUMPTIONS

The East Providence component of "Project Gifted" is based upon some rather fundamental assumptions which provide the framework within which the program has been developed. To understand the program's objectives and curricular design, some attention initially should be given to these underlying beliefs and the commitments which grow out of them.

1. We realize that the gifted are not merely the academically talented in need of greater intellectual stimulation. Rather, we view the youngsters as possessors of a variety of talents at different stages of development. The need, therefore, is to develop the potential that exists within each child by providing an environment in which multi-dimensional growth can take place. Our concern is that each youngster grow culturally, emotionally, socially and physically - as well as intellectually. With this belief that every ability possessed by the child ought to be maximized to its fullest, our staff has committed itself to providing each individual with the environment in which balanced growth can take place. To use an overworked but descriptive phrase, it is the "whole child," not his intellectual potential alone, that our program attempts to serve.

2. We feel that the gifted are as much in need of exposure to the stimulation and interaction that takes place in the democratic classroom setting as is the "average" child. Development of diverse talents cannot take place in the context of isolation and segregation, for such does not reflect reality. In addition, our concern for the development of all youngsters has led us to the belief that the talented few can provide a stimulus and be an incentive to other students. Classmates might very well be encouraged to probe more deeply a given topic that interests them, or be motivated to inquire and learn about things with which they have become newly acquainted, or even be led to discover a latent talent that never had the opportunity to manifest itself before. Interaction between the gifted and other students is desirable and beneficial to all. Therefore, the gifted children in our program are assigned to regular classrooms for most of their school day.

3. We believe, at the same time, that the gifted need special attention under the guidance of a creative, understanding teacher, who both comprehends their needs and knows how to help satisfy them. Such attention, we feel, must be regularly scheduled as well as continuous and developmental in purpose. Trust and mutual respect in the relationship between students and the teacher are of paramount importance. Therefore, we have provided a full time teacher who meets with all the youngsters daily in a well equipped resource room. The opportunity exists for the development of a very personal, close relationship between each child and his teacher - a chance that cannot be matched in the regular classroom where numbers and time serve as

restrictive factors. Thus, with the assistance of a part-time guidance counselor, with the knowledge that she will be in contact with each youngster for three years, and with a limited number of students with which to work, the teacher can devote her full energies to the individual needs of each child in the program.

4. We accept the idea that children learn from diverse kinds of activities, in different kinds of groupings, under varied kinds of situations, and with many types of materials and people. Our commitment is, therefore, to flexibility and variety in the program design. Youngsters, for example, are able to learn from field experiences, from individual projects of a research or creative nature, or from sharing experiences and feelings with peers. Such learning can be with or without structure; it can come about through small group meetings, large group sessions, mixed grade groupings, or individual, highly personalized work. Exposure to many kinds of media - written, visual, and auditory - as well as contact with knowledgeable people who come to the school by invitation, or are visited in the field through school initiation, provide motivation and stimulation. The availability of many resources, the freedom to utilize materials whenever appropriate, the opportunity to discuss findings and opinions with classmates, and the chance to test theories by trying them out are advantages that, because of the limitations of time, numbers, and funds, cannot be matched in the regular classroom setting. Flexibility and diversity are thus encouraged so that the children may grow and develop within a multitude of environments, from contact with many kinds of people, and with exposure to diverse types of materials.

5. We attach great importance to the concept of learning through inquiry and discovery. Students should not be continually presented predigested, teacher prepared "facts to be learned." Rather, the teacher should serve as a catalytic agent who provides a stimulus to student thought, or provides guidance and direction for student interests. Children ought to be encouraged to utilize audio-visual materials on their own initiative, to do reading on topics that appeal to their interests, to develop creative projects with mind and hands, and to express feelings and attitudes in group discussions. The children ought to be able to discover their own personal strengths and limitations in the process. Especially, they should learn to appreciate their own value, and their ability to contribute to the many worlds in which they live - the home, the school, etc. For her part, the teacher ought to make suggestions, to offer assistance, and to provide input to discussions through thought provoking questions. Our teacher, therefore, does not impose her value judgments upon the youngsters, but rather helps guide them in formulating group and individual value frameworks. Through this approach, we anticipate

individual growth in the development of social skills, in the control of one's emotions, in the methodology of problem solving, and in the ability to make appropriate decisions from well-formulated alternatives.

6. We consider it important that every program have a solid foundation or reference point upon which to base curricular strategies. Our emphasis on value formation and the attendant stress upon multi-dimensional growth and development led the staff to select as foundational components the cultural heritages of Greece, Rome, and the Judeo-Christian world. Since western culture is rooted in Athenian humanism, the Roman concept of rule by law and the Judeo-Christian idea of brotherly love, these cultures appeared to be viable instruments on which to base the curriculum and to provide a sense of unity throughout the program. At this point, it must be stated that we reject the utilization of these subject matter areas in order to develop an enriched social studies program. Rather, these topics merely serve as the vehicles or mechanisms by which this humanities based project can be launched. Initial unit discussions, for instance, are to focus on the means by which these cultures faced and attempted to resolve problems of a social, political, cultural, or economic nature. The values reflected in their behavior should lead students into an investigation of problems that concern them - both personal and societal. The goal, then, is to develop an understanding of self and the world within which we live rather than to learn a multitude of facts about these ancient cultures. The stress is upon investigation, analysis, and interpretation as opposed to memorization and regurgitation of materials "learned." A medical analogy may be appropriate to describe the intent. We are concerned with "preventing" personal and societal crises from developing rather than offering prescriptions, treatments, or cures for those already manifest. We feel this is a "novel" idea in educational practice.

7. We see a great need for sharing information and responsibility among the many people who affect the learning process. Especially do we value parental and community participation in the development of a well-formulated program. The professional's role should not be minimized as a result. Rather, we believe his expertise and training, crucial as they are, can be enhanced by valuable contributions made by those who "know," "work with," or "live with," the youngsters we serve. We have thus emphasized the cooperative sharing of information among key influentials who have an effect upon the lives of the children. There must be coordination between home and school as well as a firm understanding of what motivates the implementation of various classroom techniques.

8. Lastly, we believe that the receipt of federal funds for the project gives us the opportunity to test our assumptions, indeed, to utilize the inquiry-discovery approach to judge whether such a program as we have designed can benefit the special needs of the gifted. We feel that educational progress comes about through the willingness to experiment with ideas, not whimsically, but in a carefully planned manner. We are realistic in that we do not expect "miracles" or immediate results of monumental proportions. We must accept the reality of some failure and disappointment. Thus, we do not suggest our program to be "the panacea" in gifted education, but we do argue strongly that the approach has merit as a viable method to serving the needs of such special children. Thus, we have committed ourselves to its implementation in order to determine whether our assumptions are valid, and whether the treatment we are employing does produce positive results. To do this, we are paying particular attention to an on-going evaluation of both our objectives and the processes utilized to attain them. We continually look for discrepancies between stated objectives and results, and, whenever necessary, make the kinds of adjustments deemed appropriate. To assist us in this task, we have used the expertise of in-house staff - the principal, teachers, the guidance counselor, and central office staff, as well as the advice of outside consultants, interested community leaders, and the parents of the youngsters in the program. In essence, we view the project as a learning activity and we work with it on that basis. Needless to say, our expectations as to positive results are high.

POLICY and PLANNING COMMITMENTS

Subsequent to the identification of needs to be met in the education of gifted children, the Superintendent of Schools instructed his staff "to develop a program for academically gifted pupils which will enable them to gain a better understanding of themselves and also an appreciation of, and a better understanding of, their fellow men." It ought to be noted that this goal coincided with a priority critical educational need established by the State of Rhode Island, namely, the development of intellectual discipline including competence and motivation for self-evaluation, self-instruction, and adaptation to a changing environment.

In order to achieve proper perspectives on the component parts inherent in the broad policy statement, the program goal was subdivided into workable units. These included provisions for:

1. The identification and selection of gifted students.

2. An integrated school program with each child spending part of the school day in a regular classroom and the remainder in a resource center.

3. A curriculum that is humanities oriented and provides opportunity for the utilization of the inquiry-discovery approach to learning.

4. A structure that permits students to discuss their concerns - both problems of a societal nature and those associated with developing an adequate self-concept.

5. Opportunities for students to grow and develop in many dimensions - the physical, social, emotional, spiritual, and intellectual.

6. A full time teacher as well as the services of other individuals with special qualifications to work with gifted children.

7. An on-going, continuous evaluation of both program objectives and the processes utilized to attain them.

Once committed to the development of a gifted project, the Department initiated planning for the development of specific behavioral objectives and a curricular design. An initial planning session was attended by central office staff and individuals with experience in a senior high school level humanities course. It was agreed that the humanities centered approach was a feasible one.

Subsequent to this meeting, elementary teachers who had expressed an interest in the program were invited to attend an orientation meeting with central office staff members. They were provided with an orientation of the many aspects of the program goal and were asked to react to the concepts being considered as central to the project's aims. A committee of staff members was instructed to develop the behavioral objectives that would serve as the principal framework for the project. Once prepared, they were reviewed by the Superintendent and thus became the program objectives.

BEHAVIORAL OBJECTIVES
Procedures For Their Attainment and Methods For Their Evaluation

The behavioral objectives are the core of the program; they serve to identify school department aims, and thus give direction to the teacher and the rest of the supporting staff. Some detail regarding these objectives is warranted, for it is possible to misinterpret objectives when they are briefly stated.

Our first comprehensive objective was the selection of fifteen (15) gifted children to participate in the entering fourth grade class. Our focus was on the identification process. It consisted of a search for:

1. All gifted children in grade four in the city's schools.

2. Underachieving gifted youngsters.

3. Pupils with unusual talents, but not necessarily having high I.Q. scores.

4. Culturally deprived children or those from minority races or non-English speaking homes, who were suspected of being gifted.

The prime motivation was to select those fifteen (15) whom the staff considered most likely to benefit from the proposed program. Because of the great importance attached to the proper identification of the youngsters, detailed procedures were employed in making the final choices.

Initially, principals sought teacher opinions of those children they thought to be gifted as judged by daily classroom performance. Staff members reviewed all group and individual intelligence tests as well as achievement test results. These procedures identified:

1. Seventy-six (76) youngsters (of 754 screened) as scoring 120 I.Q. or higher on the Primary Mental Abilities Test administered in Grade I (October 1967).

2. Thirty-seven (37) children (of 750 screened) as scoring 4.0 or higher Median Grade Level on the Stanford Achievement Test administered in Grade II (April 1969).

Parental and principal opinionnaire forms sought information on the social and emotional adjustment of youngsters as well as indications of special talents exhibited by the children. This screening process produced a potential pool of candidates. Parental permission was sought to study these youngsters further. All but three (3) youngsters, whose parents did not grant their consent, were given the Individual Stanford Binet LM. The screening committee rejected ten (10) of the candidates as a result, utilizing as a principal criterion the possession of an I.Q. of 135 or

higher. The committee narrowed the list of candidates to thirty (30). A five member selection committee carefully studied all relevant data about each of the thirty (30) candidates.[1] They ultimately chose fifteen (15) students, and five (5) alternates, in order of preference. The children's parents were subsequently notified as to those selected for the program.

The Director of Special Education interviewed the parents of all youngsters, explaining the educational opportunities available and answering questions that were posed. The principal of the building in which the project was housed provided the parents with a tour of the school facilities and introduced the project teacher. In addition, each child was interviewed by the regional guidance counselor at his school.

We feel that the care and attention given to these procedures identified the children who appeared best able to benefit from the specialized program we were prepared to offer. The staff anticipates that these procedures will be used, with slight modification, to screen and select the members of any future class.

Our curriculum objectives reflect our conviction that these youngsters ought to be able to deal with value formation, critical thinking, and problem solving. Therefore, our second comprehensive objective states:

> "Through the study of the ancient cultures of the Greeks, the Romans, and the Judeo-Christians, the students would be able: (1) to demonstrate a knowledge and understanding of the fundamental principles upon which western society is based - dignity of man, brotherly love, and rule of law; (2) to use critical skills in analyzing and criticizing systems of values; and (3) to build a system of values for himself which takes account of these three fundamental principles."

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[1] The Selection Committee consisted of Mr. Julius Breit, Regional Project Director; John E. Farley, M. D., School Physician, East Providence School Department; Dr. Edward Healey, Director of Honors Program, Providence College; Hugo Taussig, M. D., Consulting Psychiatrist, Project Gifted; and, Miss Margaret M. Otto, Director of Special Education, East Providence School Department.

On the most basic level, students should be able to describe the life patterns of these cultures, especially in terms of their contributions to these three basic principles - Athenian humanism, the Roman concept of rule by law, and the Judeo-Christian idea of brotherly love. To achieve this goal, students are exposed to a wide variety of materials that illustrate the values that served to undergird the structures of these societies. Reference materials, such as encyclopedias and original sources, as well as "paperbacks," periodicals, lectures by both resource people on the faculty and outside "experts," and diverse audio-visual materials, including tapes, filmstrips and films, are used to provide the students with an adequate frame of reference. Individual reports on particularly interesting aspects of these cultures are developed by the students. Students, in addition, visit local museums to study the documents and artifacts of these cultures. They also have the opportunity to do creative project work representative of the styles and techniques of these cultures.

These experiences assist the student in understanding the basic principles upon which these cultures were based. We do not expect students to memorize facts. Rather we wish simply to expose them to the broad spectrum of political, social, economic, and cultural values existent in these societies. From this broad background, they are encouraged to investigate in greater depth those areas that interest them and to share their learning with fellow classmates. This commitment is reflected in our criteria for evaluation. On occasion we might use an objective test format (i.e., multiple choice) to evaluate whether students can discriminate between factors associated with one culture as opposed to others. Or, to evaluate their understanding of fundamental values, a list of value statements is presented to them, from which they build a check list of items which reflect the basic principles underlying the cultures being studied. Another evaluative tool is the presentation of an example of fine art or literature, for which the children identify the culture with which it is associated, explaining the reasons for their choice.

Familiarizing the children with the values of these societies through the examination of material objects, the common activities of daily life, or the practices followed in political or economic matters provides the youngsters with a foundation upon which to build, through critical thinking, their own value systems.

Once aware of the nature of value systems, another subordinate objective can be attacked, namely, a demonstration by the students that they understand how the values of these three civilizations were diffused through the ancient world and thus "woven into the fabric of western society." The youngsters should be able to analyze other cultures in order to point out the extent to which and the methods by which they

were influenced by the parent civilizations. Obviously, students need to realize that change is inevitable, that values undergo modification as they interact with one another and with newer values that arise either internally or from external sources. Life is never static. Adaptability is a necessary skill to be refined. We believe students should learn to value positive change, that they should understand how it comes about, that they should be able to anticipate the thrust of new pressures and be able to respond in a reasonable, thoughtful way. To achieve this goal takes patience and a systematically organized set of activities that permits children to investigate value transmission and modification. Thus, we expose the students to readings and artistic manifestations which clearly show the processes by which these principles were transmitted to, modified by, and remained alive in succeeding western cultures. Through discussion sessions, the students examine the relative degree of influence these principles had upon later civilizations and the reasons for such a level. Our concern is that students perceive the impact of such things as natural disasters, conquest, commercial activity, and colonization on the development and growth of societies. We can evaluate student perceptions by listening to individual or group prepared examples of the diffusion process and resulting change. Or, we can give students documents, artifacts, or other information about the location of some hypothetical cultures. Using these, the children ought to be able to point out the presence or absence of the values of these three parent civilizations, as well as the reasons for their thinking. Naturally, the degree of student sophistication will vary. The teacher's responsibility is to stimulate, encourage, and guide every child so that he can see growth in his own ability to analyze the transmission of values as well as the reasons for their subsequent modification.

Merely permitting the students to demonstrate skills in analyzing other civilizations is not the central task. We are concerned that students be able to describe how these fundamental principles influence the organization and operation of the basic societal groups to which they themselves belong. The students are expected to articulate with increasing clearness their own value systems as regards what is a "good man" and what is a "good society." Such an aim constitutes another subordinate behavioral objective. Exposure to other value systems serves to initiate investigation and discussion of:

1. What values are extant in our own society.

2. Where did these values come from and how have they been modified during the life time of our country.

3. How are these values reflected in the organization of our society and in the expectations of its members.

4. In what way does society enforce its value system, permit change to take place, transmit principles to newer members, and induct them into the society as full members.

This type of study begins with student comparisons of the value systems of these ancient civilizations with their own and those of their society. Children identify the relative merits of all these. Under the teacher's direction, students then contrast these three value systems - the ancient's, their own, and society's. This type of approach can be facilitated by employing basic questions with which the students are concerned. Such "interests" can be discovered through questionnaires or by listening carefully to students as they participate in discussions. Questions of a probing type would include: (1) what is worth dying for? and, what is worth living for? (2) what would you most like to have? and why? (3) what would you like people to be saying about you? Such questions lead to wide ranging discussions in which values are demonstrated and increasingly clarified as comparisons and contrasts are made. We believe that such techniques can be employed successfully at any of the three grade levels, expecting, of course, greater sophistication at each higher level.

To measure our "success," or lack thereof, we ask students to write in a sentence or two the principle which is exhibited in such things as a picture, or an excerpt from a government document. In addition, during the course of the experiment, the students periodically describe their value systems, utilizing tape recorders, group discussions and written reports. These are examined in order to determine the student's increasing clarification of these central values.

The staff of the project believes that a crucial subordinate objective lies in the individual student's demonstration of the ability to utilize these principles in solving both real and hypothetical problems through well considered decisions. With increasing skill, students should be able to analyze a problem, that is, to determine the value judgments that are involved, to devise alternative resolutions for dealing with the situation and to be cognizant of the consequences of each potential action. They should be able to make a rational decision, one that appears best suited to the given situation and offers the best chance for success, and be able to defend that choice in clear, concise terms.

To achieve such results, students are presented real and hypothetical problems, and, through group dynamics procedures as well as individual reporting, they devise solutions to problems utilizing the basic principles of western society. As an example, students have dealt with the problem of how much freedom they should have in their classroom. They have discussed the concept of rights and responsibilities within the classroom situation. The teacher has been, in effect, helping them develop the classroom environment within the context of group and individual

values and attitudes. It is difficult at times not to impose value judgments - indeed there are moments when one has to do so - but, for the most part the teacher has exhibited restraint in dictating the "rules of the game."

To evaluate this subordinate behavioral objective, we present the students with a problem, asking them to provide a solution. Periodically, other similar problems are given with the intent of evaluating their increasing ability to use these basic principles in proposing and evaluating solutions. As a supplementary tool, we present students with alternative solutions to a given situation, and ask the children to explain which is best, giving reasons in terms of the values learned. Or, as in the actual classroom situation, we allow them some latitude in determining standards of behavior and organization. As they do so, we observe the growth and development of each child's perceptions, thought processes, and value formation.

These activities are geared to assisting the children in the formulation of their own value systems, as well as helping them adapt to changing conditions, and giving them the skill to attack problem solving and decision making in a systematic manner.

Our third comprehensive objective is to instill in the gifted child an appreciation of and enjoyment of all the arts. At a time when more and more leisure time is becoming available, it would seem wise to develop in all children an appreciation of the aesthetic dimension. This is particularly true of the talented individuals whose tastes and appreciation deserve an opportunity to be developed and/or refined. Our specific objectives are: (1) to expose the gifted youngsters to culture and the fine as well as the applied arts, and (2) to develop an ability to make personal choices in selecting their own special areas of preference. We do not seek to impose our value as to what is "good" and what is "bad." The intent is to make the youngsters articulate their likes and dislikes of different works so that they can interpret their feelings to others as well as to themselves. Thus, their appreciation and understanding of their preferences will be nurtured. Such a procedure offers the hope that the children will be stimulated to refine their tastes even more through self-initiated inquiry and discovery.

We provide the children with opportunities for actual attendance at cultural performances (e.g., art exhibits) and for observing artists of various types at work. Children can talk with professionals and obtain other information from books, slides, and recordings. Youngsters visit the public library, go to the Rhode Island School of Design Art Museum, attend sessions in pottery making at the high school, hear a commercial layout artist discuss his work or discuss an architect's skills with a professional in the field. Even if one is not artistically talented

himself, he can develop the appreciation of creative genius.

A child's progress can be observed through teacher-made testing instruments in which the students identify artifacts and their "special" qualities or by watching the child develop through his hobbies, his replication of models (e.g., the Parthenon, a bust of Pericles), or his own creative designs (e.g., a Greek lyre, a poem on Greek holydays). The depth of perception may well be reflected in his questioning of a guest who discusses Greek architectural styles or a group of high school students who produce a portion of Medea. Growth and development in the children's aesthetic appreciation is the aim to be sought.

Our final project objective is one that we consider important for all pupils, enabling the child to develop successful interpersonal relationships. Too often gifted children, because of their academic capability, are mistakenly thought of as possessing equally superior talents in emotional control and social skills. We know categorically that such is not always the case - rare is the individual who is "well balanced" and in possession of all such attributes. We therefore attach significance to these specific objectives: (1) enabling the child to develop sensitivities in observing and understanding human behavior, and (2) helping the child develop empathy so that he will identify with others toward an understanding of himself. Through his study of those cultures that lie at the foundation of Western civilization, the gifted student has many opportunities to develop skills in generalizing in order to see consistent similarities in human behavior throughout the ages. In turn, the child has the opportunity to perceive positive and negative behavioral characteristics in those with whom he associates as well as in himself. There are countless ways by which we can provide environmental situations in which such skills can be nurtured.

It is important to note at this point that none of our objectives are mutually exclusive. They, of necessity, must be interwoven as the project unfolds. Whether a discussion focuses on Greek values as they are reflected in Athenian political structures, or on "what do I want to be?" as a question to promote the concept of making goals congruent with the reality of one's strengths and limitations, the discussion does enable the children to work together and develop social skills. Having one's own way, dominating the conversation, being intolerant of others' views, acting discourteously, and losing one's temper are but a few examples of behavioral characteristics we are trying to minimize. Through the reactions of fellow students as well as the guidance of the teacher and other staff members, the youngsters soon learn to realize what is accepted social behavior. Through pertinent questions, regrouping of students into different discussion groups, suggesting that particular individuals work together, and allowing the student to develop a one-to-one relationship with her, the teacher can perceptively structure situations so that the

children can learn about themselves as well as what motivates others. This kind of close attention certainly could not be provided in the normal classroom setting of twenty-five (25) to thirty (30) students. One interesting development has been the desire of students to "make a monthly contribution, as a group, to society."

In order to evaluate the success of this aspect of our program, we are utilizing several techniques - pre and post sociograms in the students' regular and special classroom settings, teacher/staff observations of development and growth in these areas, tests of social maturity, counseling sessions, parental observations (pre and post), and projective techniques. Through these methods, we anticipate finding significant growth and development among the youngsters in the program.

Our objectives, both comprehensive and specific, attempt to satisfy the policy statement provided by the Superintendent in his directives to staff members involved in writing the project. The objectives should permit the academically gifted "to gain a metter understanding of themselves and also an appreciation of and a better understanding of their fellow men."

NECESSARY RESOURCES and THEIR ALLOCATION

The operational aspects of the program require the appropriate selection and allocation of resources, both human and material. A description of facilities, personnel, and materials is therefore appropriate.

"Project Gifted" is housed in the Alice M. Waddington School in the Riverside section of the City. Students are bused to the school from different parts of the community. At every grade level the youngsters are assigned to each of four regular classrooms. These locations are situated in a grade level suite, a factor which assists the cooperative teaching approach used at the school. The gifted children move about, as do the other youngsters, for different subjects or for different levels of instruction. Part of each day is devoted to the utilization of the special resource room assigned for their use. This room is an open space containing movable furniture which may be utilized for many purposes, depending upon the intent of the activity.

The resource room is well equipped with materials. Round tables are available for group discussion, individual chairs and desks may serve for large group sessions or be segregated for individual work, ample tack board and blackboard space is available, and storage space is ample for the needed supplies.

"Project Gifted" has a large supply of books, filmstrips, slides, tapes, art supplies, and records appropriate to student exploration and experimentation. Projectors, a phonograph, tape recorder, maps, and a screen are readily available in the resource center. Students are given maximum freedom to use these materials as needed. A list of available materials can be found in Appendix A. The children also have freedom of access to the school library which contains many materials appropriate to their area of study.

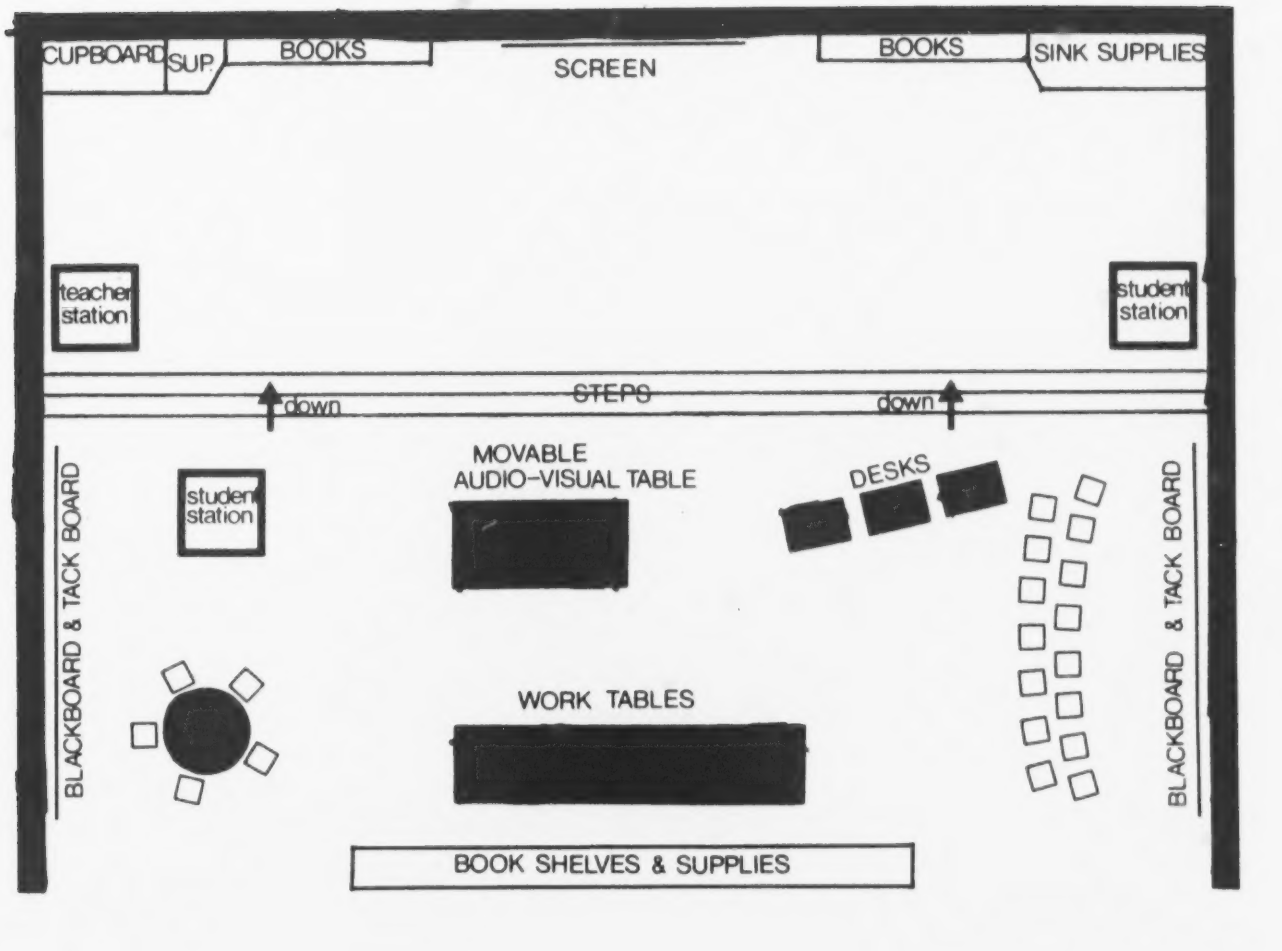
Human resources include a carefully selected teacher with a broad cultural education, preparation in elementary education, and background courses in the area of the gifted. The teacher's personal and professional background is considered critical to the success of the program, and therefore has been given great attention. Appendix B contains our criteria for selection.

Other personnel involved in the program include: (1) a guidance counselor whose services are shared with the two other communities involved in "Project Gifted," (2) the Director of Special Education, an individual with an extensive training and experience with gifted students, (3) the principal of the school in which the program is housed, (4) consultants who provide guidance and direction on a periodic basis, and (5) resource personnel from within and without the school system, who present lessons based upon their expertise.

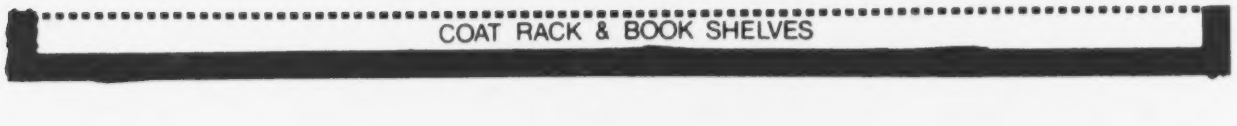
Our facilities present an opportunity for flexibility and experimentation in grouping and types of activities; our selection of materials permits study in many broad areas of student interest; and, our human resources provide the students with the various kinds of expertise needed to grow in the desired directions.

TYPICAL DESIGN OF

RESOURCE ROOM



PASSAGE



NOT TO SCALE

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